

ARAPOHUE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1002

Principal: Kylie Piper

School Address: Mititai Road , Arapohue

School Postal Address: RD 10, DARGAVILLE, 0370

School Phone: 09 439 7513

School Email: admin@arapohue.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Joseph Simpkin	Chairperson	Elected	Farmer	Jun 2022
Kylie Piper	Principal	ex Officio		
Jeff Cleary	Parent Rep	Elected	Driver	Jun 2022
Pam Parkinson	Parent Rep	Elected	Retired	Jun 2022
Andrew Gillespie	Parent Rep	Co-opted	Farmer	Jun 2022
Leanne Brown	Staff Rep	Elected	Administrator	Jun 2022

Accountant / Service Provider: Education Services Ltd

ARAPOHUE SCHOOL

Annual Report - For the year ended 31 December 2019

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Arapohue School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Joseph Allan Simpkin
Full Name of Board Chairperson

KYLIE PIPER
Full Name of Principal

J. Simpkin
Signature of Board Chairperson

K. Piper
Signature of Principal

Date:

28.04.2020
Date:

Arapohue School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	505,500	372,183	480,929
Locally Raised Funds	3	24,482	18,420	45,455
Interest income		4,528	2,500	4,183
Gain on Sale of Property, Plant and Equipment		696	-	-
		<u>535,206</u>	<u>393,103</u>	<u>530,567</u>
Expenses				
Locally Raised Funds	3	12,688	5,700	14,599
Learning Resources	4	257,968	193,414	264,837
Administration	5	43,016	47,295	36,264
Finance		103	103	32
Property	6	179,009	128,147	149,494
Depreciation	7	16,801	2,000	13,861
Loss on Disposal of Property, Plant and Equipment		-	-	613
		<u>509,585</u>	<u>376,659</u>	<u>479,700</u>
Net Surplus / (Deficit) for the year		<u>25,621</u>	<u>16,444</u>	<u>50,867</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>25,621</u></u>	<u><u>16,444</u></u>	<u><u>50,867</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Arapohue School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>209,337</u>	<u>144,876</u>	<u>158,470</u>
Total comprehensive revenue and expense for the year		25,621	16,444	50,867
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>234,958</u>	<u>161,320</u>	<u>209,337</u>
Retained Earnings		234,958	161,320	209,337
Equity at 31 December		<u>234,958</u>	<u>161,320</u>	<u>209,337</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Arapohue School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	7,575	13,191	29,324
Accounts Receivable	9	24,113	12,466	14,493
GST Receivable		-	172	-
Prepayments		4,568	3,434	3,916
Inventories	10	436	322	381
Investments	11	131,000	55,418	120,496
Funds owed for Capital Works Projects	16	-	-	2,038
		<u>167,692</u>	<u>85,003</u>	<u>170,648</u>
Current Liabilities				
GST Payable		6,114	-	7,641
Accounts Payable	13	24,221	15,395	31,276
Provision for Cyclical Maintenance	14	7,636	20,142	7,619
Finance Lease Liability - Current Portion	15	508	-	467
Funds held for Capital Works Projects	16	4,845	-	-
		<u>43,324</u>	<u>35,537</u>	<u>47,003</u>
Working Capital Surplus/(Deficit)		<u>124,368</u>	<u>49,466</u>	<u>123,645</u>
Non-current Assets				
Property, Plant and Equipment	12	129,500	111,854	100,960
		<u>129,500</u>	<u>111,854</u>	<u>100,960</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	18,500	-	14,350
Finance Lease Liability	15	410	-	918
		<u>18,910</u>	<u>-</u>	<u>15,268</u>
Net Assets		<u>234,958</u>	<u>161,320</u>	<u>209,337</u>
Equity		<u>234,958</u>	<u>161,320</u>	<u>209,337</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Arapohue School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		132,758	123,451	141,978
Locally Raised Funds		24,262	17,570	46,235
Goods and Services Tax (net)		(1,527)	-	7,813
Payments to Employees		(66,065)	(64,736)	(58,305)
Payments to Suppliers		(55,981)	(90,540)	(64,175)
Cyclical Maintenance Payments in the year		-	-	(13,000)
Interest Paid		(103)	(103)	(32)
Interest Received		4,547	2,500	3,152
Net cash from Operating Activities		37,891	(11,858)	63,666
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(47,739)	(11,000)	(14,556)
Purchase of Investments		(40,504)	-	(120,000)
Proceeds from Sale of Investments		30,000	-	55,418
Net cash from Investing Activities		(58,243)	(11,000)	(79,138)
Cash flows from Financing Activities				
Finance Lease Payments		-	(467)	-
Funds Held for Capital Works Projects		(1,397)	-	8,280
Net cash from Financing Activities		(1,397)	(467)	8,280
Net increase/(decrease) in cash and cash equivalents		(21,749)	(23,325)	(7,192)
Cash and cash equivalents at the beginning of the year	8	29,324	36,516	36,516
Cash and cash equivalents at the end of the year	8	7,575	13,191	29,324

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements..



Arapohue School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Arapohue School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.



Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.



Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.



j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings

40 years

Furniture and Equipment

5-18 years

Information and Communication

4 years

Library Resources

8 years

Leased assets are depreciated over the life of the lease.



l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

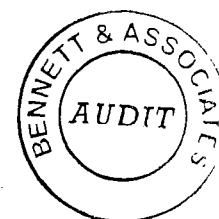
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.



o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	110,380	106,631	102,139
Teachers' Salaries Grants	215,594	148,374	226,455
Use of Land and Buildings Grants	149,581	99,788	118,226
Resource Teachers Learning and Behaviour Grants	-	-	261
Other MoE Grants	29,945	17,390	18,404
Other Government Grants	-	-	15,444
	<u>505,500</u>	<u>372,183</u>	<u>480,929</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	1,810	1,500	1,375
Bequests & Grants	6,450	850	1,000
Activities	823	550	29,653
Trading	396	-	616
Fundraising	4,503	4,600	425
Other Revenue	10,500	10,920	12,386
	<u>24,482</u>	<u>18,420</u>	<u>45,455</u>
Expenses			
Activities	2,056	850	2,116
Trading	368	-	594
Fundraising (Costs of Raising Funds)	100	850	50
Other Locally Raised Funds Expenditure	10,164	4,000	11,839
	<u>12,688</u>	<u>5,700</u>	<u>14,599</u>
Surplus for the year Locally raised funds	<u>11,794</u>	<u>12,720</u>	<u>30,856</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	3,131	4,730	4,642
Library Resources	87	250	183
Employee Benefits - Salaries	248,899	179,834	250,659
Staff Development	2,486	3,100	2,076
R&m & Purchases <\$1,000	3,365	5,500	7,277
	<u>257,968</u>	<u>193,414</u>	<u>264,837</u>



5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,580	3,500	3,180
Board of Trustees Fees	2,985	2,500	1,040
Board of Trustees Expenses	1,534	2,618	859
Communication	992	1,500	1,192
Consumables	2,050	2,900	3,250
Other	1,907	4,160	2,501
Employee Benefits - Salaries	24,003	23,867	18,672
Insurance	1,765	1,750	1,658
Service Providers, Contractors and Consultancy	4,200	4,500	3,912
	<u>43,016</u>	<u>47,295</u>	<u>36,264</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,112	1,400	1,329
Cyclical Maintenance Expense	4,167	3,000	3,827
Grounds	4,106	5,500	8,289
Heat, Light and Water	6,643	4,700	4,180
Repairs and Maintenance	2,998	3,750	3,385
Use of Land and Buildings	149,581	99,788	118,226
Security	605	600	360
Employee Benefits - Salaries	9,797	9,409	9,898
	<u>179,009</u>	<u>128,147</u>	<u>149,494</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	2,250	325	2,250
Building Improvements	2,874	382	2,646
Furniture and Equipment	3,223	383	2,660
Information and Communication Technology	6,836	709	4,914
Leased Assets	494	29	202
Library Resources	1,124	172	1,189
	<u>16,801</u>	<u>2,000</u>	<u>13,861</u>

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	7,362	12,986	29,115
Bank Call Account	213	205	209
	<u>7,575</u>	<u>13,191</u>	<u>29,324</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$7,575 Cash and Cash Equivalents, \$4,845 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	780	-
Receivables from the Ministry of Education	6,024	-	169
Banking Staffing Underuse	-	320	-
Interest Receivable	1,492	480	1,511
Teacher Salaries Grant Receivable	16,597	10,886	12,813
	<u>24,113</u>	<u>12,466</u>	<u>14,493</u>
Receivables from Exchange Transactions	1,492	1,260	1,511
Receivables from Non-Exchange Transactions	22,621	11,206	12,982
	<u>24,113</u>	<u>12,466</u>	<u>14,493</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	436	322	381
	<u>436</u>	<u>322</u>	<u>381</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	131,000	55,418	120,496
Total Investments	<u>131,000</u>	<u>55,418</u>	<u>120,496</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	57,938	-	-	-	(2,250)	55,688
Building Improvements	7,390	19,281	-	-	(2,874)	23,796
Furniture and Equipment	14,213	17,204	-	-	(3,223)	28,194
Information and Communication Tech	16,365	8,488	-	-	(6,836)	18,017
Leased Assets	1,295	-	-	-	(494)	801
Library Resources	3,759	368	-	-	(1,124)	3,004
Balance at 31 December 2019	100,960	45,341	-	-	(16,801)	129,500

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	90,000	(34,312)	55,688
Building Improvements	71,037	(47,241)	23,796
Furniture and Equipment	80,325	(52,131)	28,194
Information and Communication	52,003	(33,986)	18,017
Leased Assets	1,496	(695)	801
Library Resources	25,797	(22,793)	3,004
Balance at 31 December 2019	320,658	(191,158)	129,500

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	60,188	-	-	-	(2,250)	57,938
Building Improvements	10,036	-	-	-	(2,646)	7,390
Furniture and Equipment	12,235	5,252	(613)	-	(2,660)	14,213
Information and Communication Tech	8,521	12,758	-	-	(4,914)	16,365
Leased Assets	-	1,496	-	-	(202)	1,295
Library Resources	3,661	1,287	-	-	(1,189)	3,759
Balance at 31 December 2018	94,641	20,793	(613)	-	(13,861)	100,960

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	90,000	(32,062)	57,938
Building Improvements	51,756	(44,366)	7,390
Furniture and Equipment	70,317	(56,104)	14,213
Information and Communication	43,515	(27,150)	16,365
Leased Assets	1,496	(201)	1,295
Library Resources	25,429	(21,670)	3,759
Balance at 31 December 2018	282,513	(181,553)	100,960



13. Accounts Payable

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	1,220	889	9,826
Accruals	3,280	2,970	3,180
Capital Accruals for PPE items	2,344	-	4,741
Employee Entitlements - Salaries	16,597	10,886	12,813
Employee Entitlements - Leave Accrual	780	650	716
	<u>24,221</u>	<u>15,395</u>	<u>31,276</u>
Payables for Exchange Transactions	24,221	15,395	31,276
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>24,221</u>	<u>15,395</u>	<u>31,276</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	21,969	17,142	31,142
Increase to the Provision During the Year	4,167	3,000	3,827
Use of the Provision During the Year	-	-	(13,000)
Provision at the End of the Year	<u>26,136</u>	<u>20,142</u>	<u>21,969</u>
Cyclical Maintenance - Current	7,636	20,142	7,619
Cyclical Maintenance - Term	18,500	-	14,350
	<u>26,136</u>	<u>20,142</u>	<u>21,969</u>

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	508	-	467
Later than One Year and no Later than Five Years	410	-	918
	<u>918</u>	<u>-</u>	<u>1,385</u>



16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Library Upgrade	<i>in progress</i>	(2,038)	-	(6,883)	-	4,845
Totals		<u>(2,038)</u>	<u>-</u>	<u>(6,883)</u>	<u>-</u>	<u>4,845</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

4,845

-

4,845

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Library Upgrade	<i>in progress</i>	(2,038)	-	-	-	(2,038)
Electrical Upgrade Income	<i>completed</i>	-	7,347	7,347	-	-
Totals		<u>(2,038)</u>	<u>7,347</u>	<u>7,347</u>	<u>-</u>	<u>(2,038)</u>

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



18. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,985	1,040
Full-time equivalent members	0.08	0.13
<i>Leadership Team</i>		
Remuneration	104,787	97,863
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	107,772	98,903
Total full-time equivalent personnel	1.08	1.13

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	2 - 3	0 - 1
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

The Board has a contingent liability (additional to what is noted below) in the form of an invoice received from Wormald for \$280.03 that they're disputing.



Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019.

(Capital commitments at 31 December 2018: (a) contract with King Brothers Construction for the new school swim shed for \$9,817.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	7,575	13,191	29,324
Receivables	24,113	12,466	14,493
Investments - Term Deposits	131,000	55,418	120,496
Total Financial assets measured at amortised cost	162,688	81,075	164,313

Financial liabilities measured at amortised cost

Payables	24,221	15,395	31,276
Borrowings - Loans	-	-	-
Finance Leases	918	-	1,385
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	25,139	15,395	32,661



24. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



ARAPOHUE SCHOOL AUDIT 2019

KIWISPORT Funds 2019 \$483.61

The Kiwisports Funds of \$483.61 received were spent on:

0310 15.11.2019 Leabourn Bus Service \$343.48(excl GST)

Trip to Tinopai School for Sports day

0310 28.11.2019 Leabourn Bus Service \$282.61(excl GST)

Trip to Matakohē School for Athletics

Total spent: \$626.09 (excl GST)



School name: Arapohue School

School number: 1002

Focus: 2019 Literacy Years 0-8

Strategic Aim:

Students will all progress across learning areas in their achievement working to meet the required standard as per NZC

Our testing at the start of 2019 showed that:

In reading 67% (22/33) were achieving at or above our expectations. 33% (11/33) were working below expectation.

In writing 64% (21/33) were achieving at or above our expectations. 36% (12/33) were working below expectation.

Annual Aim:

For 80% (27/33) of our students to be reading and writing at or above expectations set in alignment with NZ Curriculum.

Target Group:

	Below %	Numbers	Breakdown of year group	Breakdown of gender
Reading	33%	11/33	Y1-3, Y2-2, Y3-2, Y5 -1, Y6 -3	Male-4, Female -7
Writing	36%	12/33	Y3-2, Y4-2, Y5-3, Y6-4, Y7-1	Male-5, Female-7

Baseline data

In reading 67% (22/33) were achieving at or above our expectations. 33% (11/33) were working below expectation.

In writing 64% (21/33) were achieving at or above our expectations. 36% (12/33) were working below expectation.

These results were based on our data from Running Records, STAR, and moderated writing samples using e-asTTle criteria and on OTJS from class teachers.

Over the 2019 year we enrolled a further 13 students (4 were new entrants), 11 students left and returned multiple times. Of the new enrolments (excluding new entrants and multiple enrolments of same student) we had 7 new students. All of these students were below expectation in both reading and writing.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Additional teaching time with Principal running an Emergent Literacy Programme for 10 weeks</p> <ul style="list-style-type: none"> 4 x weekly sessions to ensure targeted teaching around specific Literacy Skills Reduced class size for Year 2/3 learners (1:8) BUDDY Reading Programme <p>Early Intervention Programme for 1 student (MoE support, funding and programmes)</p> <p>1x ORS student – Individual Education Plan and teacher aide support in place</p> <p>Professional Development/Advice and Guidance Programme to develop teacher knowledge</p> <p>Term 3/4 Writing Focus for teachers re planning, programme delivery/implementation and assessment</p> <p>Low class numbers in senior class, further reduced with Principal in teaching Literacy Programme Daily 10 weeks</p> <p>STEPS Literacy Intervention Programme – 8 students</p> <p>10 weeks: BUDDY Reading Programme – 8 students</p> <p>MOE funded support – 1 student</p> <p>ICS (in class support) applications submitted – 3 students waitlisted</p> <p>RTLb (resource teacher of learning and behaviour) applications submitted – 3 students</p> <p>RTLb working in class, supporting teacher</p> <ul style="list-style-type: none"> Implemented Quick 60 Reading Programme 	<p>In reading 72% (26/37) were achieving at or above our expectations. 28% (11/37) were working below expectation.</p> <p>Assessment data shows an increase in achievement in 36/37 students.</p> <p>In writing 57% (21/37) were achieving at or above our expectations. 43% (16/37) were working below expectation.</p>	<p>More specific guidelines around Expectation Levels – changing bench marks</p> <p>New systems for tracking and assessing data</p> <p>Teacher knowledge developed around Writing Moderation Process</p> <p>Provisionally Registered Teachers continuing to develop knowledge of best practice.</p> <p>Our student population is constantly changing as a result of transience of families in farming districts and the varying levels of achievement reflect this.</p> <p>Some of our new students have issues with attendance that is being addressed mostly around family circumstances or ill health</p> <p>Lack of TA support for 'general' needs</p> <p>Other factors in 4 students in Y1-Y2 levels include the existence of a potential special needs conditions that is yet to be fully diagnosed and supported.</p> <p>Sustainability of programmes/interventions</p> <p>Unsuccessful Learning Support Applications</p>	<p>Continue intensive literacy teaching using a variety of approaches and motivations</p> <p>Strategic appointments of experienced staff</p> <p>Staff PLD – Effective Literacy Practice</p> <p>Implement Yolanda Soryl Phonics Programme – staff to attend training in Term 1 2020</p> <p>Maintain existing STEPS programme</p> <p>Continue to use Quick 60 programme as a 1-1 programme with one student and possibly purchase the next levels.</p> <p>Increase teacher aide in-class time</p> <p>Use of Sunshine Online for junior and middle school age students.</p> <p>Parent Education</p>

Planning for next year 2020:

We have identified 5 students who are at risk in reading. Four of these students are in the junior class, 1 being an ESOL student, and the others have had limited pre school experience and transience factors which may be contributing factors. Targetted support will be provided for these students and referrals made to relevant agencies due to concerns re underlying difficulties for 3 of these students.

We will continue our intensive teaching in literacy with focus on reading and writing using a range of structured programmes including Quick 60 providing a balance of phonetic approach and reading for meaning and pleasure. Working with students at their individual level will continue. For our senior students our focus will continue to be reading for meaning and building thinking capability around text.

In writing, we will endeavour to develop a range of writing skills and use motivations that help students to think of and articulate their ideas and write fluently so that they develop their purpose for writing. We will continue to model the genre and balance our programme with writing from a personal voice as well as use our strongly phonetic programme to improve our writing.

Our Target for 2020 is to have 80% of our students reading and 75% of our students writing at the appropriate level of NZC for their age and time at school.

Focus: 2019 Numeracy Years 0-8				
Strategic Aim: Students will all progress across learning areas in their achievement working to meet the required standard as per NZC Our testing at the start of 2019 showed that : In maths 70% (23/33) were achieving at or above our expectations. 30% (10/33) were working below expectation.				
Annual Aim: For 75% (25/33) of our students to working at or above expectations set in alignment with NZ Curriculum in Mathematics.				
Target Group:				
	Below %	Numbers	Breakdown of year group	Breakdown of gender
Maths	30%	10/33	Y2-2, Y3-2, Y4-1, Y6-4, Y7-1	Male-5, Female-5
Baseline data In maths 70% (23/33) were achieving at or above our expectations. 30% (10/33) were working below expectation. These results were based on our data from NUMPA, Basic Facts, GLOSS/JAM testing. Over the 2019 year we enrolled a further 13 students (4 were new entrants), 11 students left, one student left and returned multiple times. Of the new enrolments (excluding new entrants and multiple enrolments of same student) we had 7 new students. 6 of these students were below expectation in mathematics				

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Continued with a targeted group approach according to assessment data from Gloss, Jam, and other topic assessment.</p> <p>Students have continued to use computer based programs such as Sunshine Online for maths in Y1-4 and Prodigy, Maths Playground, Matific and other online programmes in the senior class.</p> <p>The Steps program which is designed to support literacy has some logic components that have supported our students learning in maths and reading</p> <p>For Years 3- 8 daily focus on basic facts</p> <p>Professional Development/Advice and Guidance Programme to develop teacher knowledge</p> <p>Term 2/3 Mathematics Focus for teachers re planning, programme delivery/implementation</p>	<p>At the end of the 2019 school year 72% (26/37) were achieving at or above our expectations. 28% (11/37) were working below expectation.</p> <p>While our target of 75% at/above is not met we have seen significant improvement within the NZC levels with assessment data showing an increase in achievement in ALL students.</p>	<p>Our student population is constantly changing as a result of transience of families in farming districts and the varying levels of achievement reflect this.</p> <p>Some of our new students have issues with attendance that is being addressed mostly around family circumstances or ill health</p> <p>New teachers – developing knowledge of best practice</p> <p>New systems for tracking assessing</p> <p>Low roll numbers therefore data greatly affected by small cohort</p> <p>Large spread of age/ability makes it challenging to provide targeted support for all students</p> <p>Minimal general teacher aide support</p> <p>Unsuccessful Learning Support Applications</p>	<p>Continue intensive basic facts literacy using different approaches and motivations.</p> <p>Introduce the computer based practice tests</p> <p>Continue to explore and use online programmes as it saw a definite increase in engagement</p> <p>Increase teacher aide in-class hours to give more intensive group teaching.</p> <p>Strategic appointments of experienced staff</p>
<p>Planning for next year 2020:</p> <p>We have identified 3 students who are at risk in mathematics. Two of these students are in the junior class, 1 being an ESOL student. Targetted support will be provided for these students and referrals made to relevant agencies due to concerns re underlying difficulties for 2 of these students. Explore Numicon Programme.</p> <p>We will continue our intensive teaching in numeracy with focus on basic facts knowledge using a range of structured programmes. A balance of group work and individual programmes with the use of some computer based options.</p> <p>For our Y4-8 building capacity with basic facts will continue as a target and we will monitor that by regular testing and practice to increase knowledge and speed.</p> <p>Our Target for 2020 is to have 80% of our students working at expectation in alignment with the NZC in Mathematics.</p>			

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
ARAPOHUE SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

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The Auditor-General is the auditor of Arapohue School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 April 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements



The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the



audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport Statement, List of Trustees and Statement of Responsibility, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand

